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By-Brooke, W. Michael, Comp.
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"Trends," a publication of the Canadian Association for Adult Education, is a collection of abstracts on selected subjects affecting adult education; this issue is on adult basic education (ABE). It covers teachers and teacher training, psychological factors relating to the ABE teacher and students, manuals for teachers, instructional materials, curriculum, libraries and ABE, program descriptions, and other phases of ABE. "Trends" is available from the Canadian Association for Adult Education, Corbett House, Sultan Street 21-23, Toronto 5, Canada. Single issues $2.00; Yearly subscription (4 issues) $6.00. (nl)

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CANADIAN ADULT BASIC EDUCATION

Compiled by Mr. W. Michael Brooke.

CANADIAN ASSOCIATION FOR ADULT EDUCATION
21-23 Sultan Street,
Toronto 5, Ontario.

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TRENDS IN CANADIAN ADULT BASIC EDUCATION

The purpose of this issue of "Trends" is to produce abstracts and criticisms on some of the more significant writings [1] in adult basic education (ABE).[2] The main focus is on content that should be of interest and practical value to the teacher and administrator. However, there is also specialized subject-matter on, for example, education technology, teacher training and library ABE.

If this representative selection of writings does nothing else, it should make one fact poignantly clear: the almost total lack of Canadian publications in ABE.[3] At this stage, we in Canada are depending largely on the United States for publications - and indeed for general leadership - in ABE. Quite clearly, if we are to make any constructive headway in Canadian Adult Basic Education (CABE) this dependency must not continue.

Canada has problems relating to its disadvantaged adults peculiar to herself and while, on occasions, we can cautiously refer to, and borrow, general principles of ABE from the United States, we must work out our own solutions and create a body of literature based on our own experiences. Until such time as we do this, we cannot hope to develop any sense of national, inter-provincial, or even inter-program cohesion or sense of direction. Surely the paucity of literature is itself a reflection of the amount of serious thought we have given Canadian Adult Basic Education. Are we, for example, clear about our program objectives? Are they necessarily the best? Are we simply producing unfunctional literates, psychologically and socially unprepared for the rigors of a technological society? Do we prepare our teachers for what is one of the most complex teaching assignments?

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(1) Writings (publications, literature, materials) include research reports, surveys, conference reports, collection of writings, bibliographies, journal articles, speeches.

(2) Adult Basic Education (Adult Literacy Education) may be defined as the education of adults in basic communication and computational skills up to a level which enables an individual to engage effectively in all those activities in which literacy is normally assumed in his culture and group.

(3) Most teachers are also well aware of the virtual non-existence of Canadian written and oriented class-room instructional materials.

Our responses to these types of questions should be reflected in the literature. At present they are not, and until such time as we are able to share our experiences and problems with each other we will continue to lack any form of cohesion or common purpose in ABE. At present we have no cohesion, no solidarity, no trends in Canadian Adult Basic Education; what exists are piece-meal activities, duplication of errors, even some incoherencies based, more often than not, on trial and error, hearsay, pot-luck and foreign cliches. Nor is this situation a reflection of the effort or ability of the teacher or administrator in the field, but rather it is indicative of a complete lack of organized communication between programs, educators and agencies on a provincial and national level. So, in fact, what little literature there is on CABE is not being filtered down to the educators who really need it; there is no system whereby they can keep informed of current developments in the field. There are, of course, a number of departments, agencies and institutions that have emerged as leaders in CABE but due to lack of resources, financial strength or objectivity are unable (or unsuitable) to assume the responsibility of a national communications centre. Quite clearly we need an independent organization whose main activities would be to collect and disseminate information and general literature on ABE, as well as to encourage its writing, act as an informal co-ordinator of interprovincial and national ABE, and help to formulate trends and policies. Such a centre is quite essential if we are to have any meaning in Canadian Adult Basic Education.

W. Michael Brooke.

ACKNOWLEDGEMENTS

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GENERAL ADULT BASIC EDUCATION LITERATURE

As the title suggests, many of the entries in this section deal with a wide cross-section of ABE subject-matter. The following section, Manuals for Teachers, should also be consulted for general material.

5/5/4 American Association of University Women. Education, an Antidote to Poverty. (AAUW Program Topic for 1965-67). Washington, D. C., AAUW, 1965. 57 p.

This study discussion kit includes definitions and program plans, an annotated list of films, and annotated bibliographies on adult basic literacy, testing the disadvantaged, teachers for the deprived, pre-school education, legislation and general works.

ED 010 676
Canadian Association for Adult Education and Frontier College. Adult Basic Education. (Report on the national seminar, Toronto, Mar. 18-20, 1966) Toronto, CAAE, 1966. 81 p.
EDRS Price MF - $0.18 HC - $3.24.[1]

This seminar was concerned with techniques of basic adult education, broad policy, and legislation. Topics of addresses included - Canadian facts and figures, Frontier College, Elliot Lake Centre, Leaside Education Assistance Project, Indian affairs, adult education in Calgary, Metropolitan Educational Television Association, technical and vocational training, Program 5, the need for research, and adult dropouts. An appendix contains recommendations of the seminar.

This seminar was the first major step to establish national cohesion in Canadian Adult Basic Education. In September, 1968 a second national conference was held at the Elliot Lake Centre for Continuous Learning.

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1. MF = microfiche HC = hard copy

Cass, Angelica W. Adult Elementary Education. New York, Noble and Noble, 1956. 280 p.

This book is designed to identify the needs, objectives, problems, methods, practices, and emerging trends in adult elementary education. The author had been engaged in this field for twenty-five years at the time of writing and has produced various adult literacy materials also noted in this bibliography. Of particular value are the chapters on the Psychology of Adult Learning (Chapter 1), Characteristics of Students (Chapter II), Getting Started (Chapter XI), and the section on special projects and materials (Chapters XVI-XX).

Though now somewhat dated, this book was one of the first attempts towards a general compendium on ABE. It is still well worth reading.

Figurel, J. Allen, ed. "Promoting Literacy", In Reading and Inquiry; Conference Proceedings of the International Reading Association, 10/430-443, 1965. 14 p.

Six papers read at the 1965 Annual Conference of the International Reading Association dealt with promoting literacy -- evaluation of adult basic education materials, requirements of federally-funded adult literacy programs, the planning of programs for semi-illiterate adults, preschool diagnosis and intervention to prevent illiteracy, literacy activities for adults, and correction of adult socio-economic deficiencies through literacy education. Federally-funded programs require thorough planning for publicity, staffing, preservice and inservice training, trainee recruitment, curriculum, facilities, and selection and procurement of suitable materials. Goal setting, personalized activities and skill development, and practical applications of literacy skills have proved highly interesting and useful for adult illiterates. (The document also describes a pilot project being conducted in Manhattan to identify and upgrade culturally disadvantaged children.)

Goering, O. H. and M. J. Stotts. Perspectives in Adult Basic Education for Administrators. (Proceedings of the Adult Basic Education Administrators' Workshop, Northern Illinois University in cooperation with the National University Extension Association). De Kalb, Illinois, Northern Illinois Univ., 1967. 115 p.

An excellent administrator (and teacher) handbook. Some of the subjects dealt with are: financing of a program, staff selection and development, curriculum, organization, evaluation and selection of materials, testing and counseling. Few books on adult basic education have so useful and wide a selection of topics. Essential reading.

U. S. House of Representatives. 87th Congress. Adult Basic Education; Hearings before the General Subcommittee on Labor and Select Subcommittee on Education of the Committee on Education and Labour. Second session on H. R. 10143 and H. R. 10191, bills to encourage state programs of Adult Basic Education. Hearings held in Washington, D. C., Feb. 14, 15, 16 and 19, 1962. Adam C. Powell, Chairman. Washington, D. C., U. S. Government Printing Office, 1962.

This document consists of statements to the committee and recent articles on adult literacy problems. A very interesting and varied array of testimony. Could be a useful source for a deep awareness of the scope of the problem and a mine of information for brochures and publicity releases. Of particular interest is the material on "Operation Alphabet", pp. 88-101, and the statement of Eli Ginsberg, pp. 105-117.

Knowles, M. S., ed. Handbook of Adult Education in the United States. Adult Education Association of the U. S., 1967. 624 p.

A collection of excellent writings by leading authorities in their respective fields. Much of the content is relevant to adult basic education. A very useful reference book for all adult educators. The latest edition is expected shortly.

Lanning, W. Many W., ed. Basic Education for the Disadvantaged Adult. Houghton Mifflin Co., 1966. 324 p.

An excellent series of essays by leading authorities in the U. S. on all aspects of adult basic education. Probably the only book of its kind in the field: erudite, thorough, well-organized. Of considerable value to the man in the field, as well as to the researcher. This book, along with Goering and Stotts "Perspectives", should be studied by all serious adult basic educators.

ED 014 630
Ohliger, William. Workshop in Adult Basic Education, July 6-26, 1967: Report and Resource Document. Columbus, Ohio Univ. Center for Adult Education, 1967. 97 p.
EDRS price MF - $0.50 HC - $3.96

Speeches by consultants and reports from committees at this 1967 adult basic education workshop at Ohio State University stress a practical and concrete approach to dealing, not only with specific skill needs in reading and language arts, mathematics, and everyday living and citizenship, but with underlying cultural, perceptual, and emotional factors that lower adult motivation and learning efficienty. The reports outline suggestions on course and lesson content, methods and techniques, and curriculum materials and systems, together with appropriate administrative, supervisory, and supportive services. The role and the responsibility of the Ohio Public Schools in this endeavor are also discussed. (The document includes 42 references, a summary of evaluations, evaluation forms, and participant roster.)

MANUALS FOR TEACHERS OF ADULT BASIC EDUCATION

Though probably of specific interest to the ABE practioner, this section, together with the first "General ABE" section, should be of interest to all adult basic educators.

5/5 Cortright, Richard W. Literacy U. S. A. Syracuse, N.Y., New Readers Press, 1964. 64 p. $.75

A book written for those who wish to teach illiterates or train literacy teachers throughout the United States.

This is a very useful little book which could be used in Canada as well.

Donohue, Dan et al. Guidelines for Teaching the "Under-Educated" Adult. Washington, State Office of Public Instruction, 1966. 113 p. EDRS price MF - $0.18 HC - $4.52

The Washington State Department of Public Instruction prepared these guidelines for teachers of under-educated adults -- illiterate, functionally illiterate, and non-English-speaking. The rate of illiteracy has been declining, standing in 1960 at 18,059. Functional illiteracy is harder to define, since criteria are constantly changing, but it is found mostly among rural populations and migrants. In 1960, there were 178,658 foreign-born persons in the state. Student teacher relationships are discussed first -- the problems of the school situation for adults, developing strong motivation, a minimal testing program, varied methods of teaching depending on the type of student; and desirable teacher qualifications. Communication skills are presented in a sequential manner to show the students the everyday applications of such skills for their advantage - English language (grades 0-3, 4-6 and 7-8), spelling, reading, handwriting, arithmetic. Included in the appendix are tips for teachers, a condensed reading curriculum, a bibliography of texts for teaching reading, basic reading tests, supplemental reading materials, a list of audio-visual aids, and film catalogs.

Gray, William S. Manual for Teachers of Adult Elementary Students. (revised edition compiled by C. A. Whipple, M. L. Syton, and E. C. Morriss). Washington, D. C., Office of Education, n.d. 189 p.

This manual was prepared originally at the request of the National Advisory Committee on Illiteracy in 1934. While the bibliography is now out-of-date, the text is still amazingly timely and contains some of the best material written on the subject. A classic in the field which contains much helpful material in reading, writing, spelling, and arithmetic, this manual deals with the instruction of native-born non-literates and also provides helpful material for those learning English as a second language.

McKilliam, K. R. A Handbook for Literacy Teachers. Nairobi, Kenya, East African Literature Bureau, 1964.

The methods described in this handbook can be adapted for use in any language which can be written phonetically. Chapters cover the value of adult literacy, history of methods of the alphabet, history of methods of teaching reading and writing, principles of teaching, sounds as symbols, lesson construction, letter construction, the method of teaching lessons, training the teacher, teaching devices, the literacy campaign, numbers, and follow-up work, an instruction time table, group register, monthly returns, and literacy certificate are included in the appendix-S. This document is available from East African Literature Bureau, P. O. Box 30022, Nairobi. Kenya.

National Association of Public School Adult Educators. How Adults Can Learn More Faster. Washington, NEA, 1961. 48 p.

Such topics as study techniques, test taking, memorization, effective use of time are covered. A tool for counselors and for classroom discussion.

National Association of Public School Adult Educators. When You're Teaching Adults. Washington, NEA, 1959. 25 p.

This is a general introduction to organizing and conducting adult education classes. The two instruments provided for teacher self-evaluation and participant self-evaluation are of special interest.

This deals with the teaching of adults in general.

Wallace, Mary C. Literacy Instructor's Handbook; An Adventure in Teaching. Toronto, Ryerson Press, 1965. 114 p. $3.00

The author is principal of the LARK (Literacy and Related Knowledge) Foundation in Yakima, Washington. This manual is based on her successful experiences at the Centre and includes case histories of her students and an outline curriculum in reading, arithmetic, etc. It should be quite useful to practioners, but is frequently superficial, if not insipid.

LITERATURE ON "READING" IN ADULT BASIC EDUCATION

Included in this section is literature on how to teach reading, reading conference reports, and research.

Chapman, B. E. et al. Teaching Adults to Read. Chicago, Illinois, Allied Education Council, 1965. 128 p.

An excellent handbook for teachers of adults which comes with the kit of the Mott Basic Skills Program, Series 1500.

ED 012 835
Adult Basic Education in Basic Reading (Lessons 1-10). Danbury Public Schools, Conn. Office of Adult Education, 1966. 33 p. EDRS price MF - $0.07 HC - $1.32

This curriculum and teaching guide employs readings graded in difficulty and geared to the interest level of adults. Parallel reading exercises for each lesson are designed to develop auditory and visual discrimination, and the association of sound, sight, and meaning is strengthened by using phonics and structural analysis aids. Instructional aids and teaching procedures, including a vocabulary list for home study, are included.

ED 015 117
McKee, John M. et al. Improving the Reading Level of Disadvantaged Adults. Elmore, Alabama, Rehabilitation Research Foundation, 1967. 26 p. EDRS price MF - $0.25 HC - $1.12

To help disadvantaged inmates with low reading levels and those considered functionally illiterate, the Draper Correctional Center in Alabama experimented with various reading improvement programs. Most successful was the reading improvement program using the perceptoscope. All applicants who scored below the seventh grade reading level in the Metropolitan Achievement Test took the Perceptual Development laboratories (PDL) diagnostic reading test and were then enrolled either in the phonics program or in the intermediate reading program. The phonics program helped inmates who

could not function at the intermediate level know about language sounds and develop the ability to convert sounds into words through the PDL phonics training system. The 40-lesson intermediate reading program used lessons read from the screen with speed controlled by the perceptoscope and lessons to improve comprehension. The whole program was effective in teaching reading skills, particularly comprehension, and in enhancing other language skills. The experimental group gained 2.5 grade levels. The control group had a .7 gain. This report lists other reading programs used at Draper Correctional Center.

ED 014 680
Otto, Wayne and David Ford. Teaching Adults to Read. Boston, Houghton Mifflin Co., 1967. 192 p.

This guide presents a variety of materials, methods, and ideas for teaching functionally illiterate adults (with less than Grade 4 reading ability). Emphasis is placed on helping adults to read independently and to attain a level of skill sufficient for everyday reading tasks. The first three chapters deal with the nature of the problem of illiteracy and marginal illiteracy, the economic, domestic, social, and psychological problems that arise when adults return to school, and general characteristics of adult learners. Chapter 4 is largely devoted to 24 basic reading systems accompanied by detailed check lists, with selected supplementary material also discussed. The final chapter reviews the sequential development of reading skills, management, lesson planning, and other facets of program implementation. (The document includes chapter references, tables, addresses of publishers, and a general index.)

Smith, Edwin H. and Marie P. Smith. Teaching Reading to Adults. Washington, NAPSAE, 1962. 68 p.

This booklet outlines a comprehensive, step-by-step program for setting up a reading service for adults from literacy to advanced reading skills improvement; of particular interest for literacy programs is Chapter 2, "The Introductory Stage." A readability scale is provided for each category of material which should be most useful. All in all an excellent, brief manual.

Robinson, H. Alan, ed. Recent Developments in Reading; Proceedings of the Annual Conference on Reading, held at the University of Chicago, 1965. Chicago, Univ. of Chicago Press, 1965.

An excellent introduction to the current picture. Specialists in the field point out the significance of reading in society today and review approaches and new materials.

Robinson, H. Alan. The Underachiever in Reading. (Supplementary Educational Monograph) Chicago, Univ. of Chicago Press, 1962. 198 p. Paperback $3.50

Proceedings of the annual conference on reading held at the University of Chicago in 1962. Among other topics discussed are testing and teaching the retarded reader, stimulating the reluctant reader and corrective and remedial classes.

Stauffer, Russell G. and Ronald L. Cramer. "Reading Specialists in an Occupational Training Program," In The Reading Teacher, 20/525-31, Mar. 1967. 9 p.

This 1964-65 language arts program at the Manpower Development Training School MDT in Wilmington, Delaware, was set up to train teachers in language arts, methods, techniques, and materials, with emphasis on reading, and to develop an instructional program for MDT trainees in basic spelling, writing, and reading skills. The pilot project recruited 6 college graduates and one high school graduate, who then attended lectures and discussions followed by classroom demonstrations and supervised practice. Likewise, lectures, reading, and discussion, followed by demonstrations and practice, were used in instructing the trainees. Spelling lists, accounts of personal experiences, vocabulary building, written exercises, and the Rochester Occupational Series (textbooks dealing mainly with skills needed to find and hold a job) were used to link formal instruction with occupational training. Despite the brevity of the course and some irregularity in attendance, many trainees showed gains of 2 or 3 years in reading achievement.

INSTRUCTIONAL MATERIALS

Literature on how to select and evaluate instructional materials is considered in this section. In addition, criticisms and evaluations are made on select materials.

Barnes, Robert F. and Andrew Hendrickson. A Review and Appraisal of Adult Literacy Materials and Programs. Columbus, Ohio, Ohio State Univ., Center for Adult Education, 1965. 207 p.

Report of a study of 35 adult literacy programs covering teachers, students, motivation, materials, and evaluation.

Berdow, J. R. Adult Education Reading Programs and Evaluation of Materials for Basic and Continuing Adult Education. Springfield, Illinois, Office of the Supt. of Public Instruction, 1965.

This booklet gives details of a number of reading programs which could be used in adult basic education. The method of evaluation of material that is suggested could be of use.

Brazziel, William F. "The Revolution in Materials for Under-educated Adults;" In Audiovisual Instruction, 11 (4) 254-256, Apr. 1966. 3 p.

This discussion of the development of instructional materials for adult basic education includes lists of major basic reading and arithmetic programs and ten criteria for evaluating materials.

ED 011 090
Greenleigh Associates. Field Test and Evaluation of Selected Adult Basic Education Systems. New York, Greenleigh Associates, 1966. 220 p. EDRS price MF - $0.36 HC - $8.80

This project evaluated four reading systems -- Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, and Systems for Success -- in a large-scale field test with functionally illiterate adults. Testing was conducted in 7 communities in New York, 3 in New Jersey, and 5 in California, providing a mix of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 or over, not in school, and below fifth grade reading level. Control groups each contained 125 participants similar to experimental groups in literacy level and other respects. (Small size of control groups made results inconclusive.) Variable was level of teacher preparation -- trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems -- (1) short-term change in reading level -- (2) ability to qualify for occupational training or available job opportunities -- (3) ability to meet adult responsibilities -- (4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching -- (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds -- (6) level of interest -- (7) feasibility -- (8) contribution to the positive education and social experience of learners. 39 references.

This piece of research is reputed to be one of the most extensive and costly in adult education. It is probably of more interest to the researcher than the man in the field.

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4 Loomis, Virginia Jane. Proposal for Evaluation of Materials in the Kalamazoo Public Library Adult Reading Center for Teaching Reading to Adult Illiterates. Kalamazoo, Michigan, Western Michigan Univ., 1965.

This is a summary for comparison of two types of materials, book and non-book submitted for fulfillment of requirements for library research in the Department of Librarianship, Western Michigan University, Kalamazoo.

Kalamazoo Public Library is widely known for its work in ABE.

Pantell, Dora F. "Basic Adult Education," In Wilson Library Bulletin, 84, Sept. 1965. p. 71-74.

The author was a curriculum consultant in adult education for the Bureau of Curriculum Research, New York City Board of Education. She presented a general evaluation of the current literacy teaching materials available. Nine material systems for adult basic education were on the market. The author considered learning interest among undereducated adults or "motivation" as the major issue when considering adult literacy materials. The materials should satisfy at least two criteria: (1) They should not alienate the reluctant reader. And (2) they should be so graded that they give the reader, at every step of the way, a feeling of some personal success. For illustrative purposes, mention is made of case histories in Operation Second Chance and Manpower Development and Training Act classes.

Motivating illiterate adults involves a full recognition of their problems, an understanding of their need for information about the complicated world, a sensitivity to their lack of faith in society, education, or themselves. Materials for them must reflect this understanding by offering uncondescending adult content and language, and continuing success opportunities to help.

The major problem for publishers seems to have been the materials for the beginning level. Research is needed, but teacher training is a need which cannot wait for research results. The knowledge available must be put to current use. Traditional debates about teacher creativity have little place in adult basic education. The teachers need to be told what is to be taught to undereducated adults and in what sequence. They also should be taught what experiences to use or to provide as a basis for learning and in what order.

ED 013 689
Prouty, Robert. Curriculum Materials for Adult Basic Education. 1967. 7 p. EDRS price MF - $0.25 HC - $0.36

The author proposes that (1) an adult education curriculum should be based on specific needs, interests, abilities, and goals, (2) specifications for curriculum materials to be used should be established by the project staff, and (3) there is little or no commercially available material that will meet the above criteria. Guidelines by which curriculum materials

may be evaluated include - (1) the material must relate to the goal of the lesson and the learning process, (2) the material must be at the proper level of difficulty to insure success, and must progress in difficulty at a challenging pace, (3) the interest levels must be appropriate, (4) the material must offer a variety of presentations, a range of practice opportunities, and have a generalization capability, and (5) the material must be readily available.

CURRICULUM

Further literature relating to this topic may be found under the first two sections.

Hollis, Jennie-Clyde. Curriculum Guide to Adult Basic Education, Intermediate Level. Washington, D. C., Office of Education, 1966. 236 p. EDRS price MF - $1.00 HC - $9.52.

To meet the needs of the undereducated whose skills approximate fourth to eighth grade reading level and those for whom learning English as a new language is the first step in job training, 20 occupationally-oriented units of instruction in reading and related skills and a section on teaching the course are outlined. Units, planned for 20 40-hour weeks, are presented sequentially in graded order, and in each one the previous unit is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, speech, handwriting, the social studies, and science are presented concurrently, making each unit and each day's instruction an interrelated preparation. Teaching aids, and methodology are built into the units. These are reinforced by the second part of the guide -- teaching the course -- which includes a daily schedule, a sample unit plan, suggestions for drills, exercises, testing, and using visual aids, and guides to related subjects. Appendixes are -- a word list, evaluating instructional material, English as a second language, readable writing, and simplified plan for screening prospective students. This document, FS 5,213,13031, is also available from U. S. Government Printing Office, Washington, D. C. 20402. For $1.50

The majority of the U. S. Government publications on curriculum are very thorough, as is this by a well-known authority in the field.

National University Extension Association. Personal and Family Development in Adult Basic Education, Curriculum Guide and Resource Units. Washington, D. C., Office of Education, Division of Adult Education, 1967. 156 p. EDRS price MF - $0.27 HC - $6.24

Adult basic education has the underlying goal of strengthening individuals, families, and communities and the immediate task of helping the under-educated attain skill in speaking, listening, reading, writing, and arithmetic so he can be trained or retrained for a job. The Curriculum Guide was prepared for the use of adult basic education teachers, counselors, teacher-trainers, curriculum consultants, and administrators and to encourage student participation. Units cover the areas of health and safety, money management, adult and childhood growth and development, homemaking skills, family relationships, and the family in the community. Each unit has a background statement, questions and discussion topics, activities, and suggested materials. The annotated lists of booklets, posters, films, and filmstrips appropriate to each unit give age and reading levels, price, and source. Sources of materials, speakers, volunteer aids, and consultants and general suggestions for unit organization are given.

ED 012 866
Richardson, William Shelton. Syllabus for Adult Education Programs for Teachers of the Disadvantaged. Monmouth, Oregon, Oregon College of Education, 1966. 69 p. EDRS price MF - $0.50 HC - $2.84

Broad topics covered in the syllabus for teachers of Adult Basic Education are - the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips.

State Board for Vocation Education, Nashville. Basic Remedial Education: Handbook for Manpower Development Training Instructors. The State Board, Nashville, Tennessee.

A comprehensive Curriculum Handbook.

PSYCHOLOGICAL FACTORS RELATING TO THE ABE TEACHER AND STUDENT

A topic as specialized as this may be outside the scope of this issue of "Trends". However, a small selection of writings relating mainly to attitude, aptitude, change, personality and qualities of ABE teachers and students is included.

Hand, S. E. and William H. Puder. Personality Factors Which May Interfere with the Learning of Adult Basic Education Students. Tallahassee, Florida State Univ., n.d. 29 p.
EDRS price MF - $0.25 HC - $1.24

To understand better the learning characteristics of culturally disadvantaged adults and to study the emotional factors commonly observed among this population which appear to inhibit participation in organized educational activities and learning, the literature in several areas of psychological research was surveyed. In this paper the researchers (1) examine the concept of Self as it pertains to the adult basic education student, (2) review Rokeach's hypothesis of the Closed Belief-Disbelief System in an effort to relate it to the emotional make-up of adult basic education students, (3) describe the "Closed" social environment which gives rise to the phenomenon of the "closed" mind, and (4) identify some of the personality characteristics of the adult basic education student which interfere with his potential as a learner. In addition to overcoming such personality factors as alienation, avoidance, hostility toward authority, withdrawal, violent agression, fear of schools, self-image as an illiterate, rejection of the desire to develop intellectually, mental blocks against the world, and rigid value systems, the illiterate must break out of a slough of defeat and despair if he is to achieve. (There is a bibliography)

Florida State University is definitely one of, if not the, leading university involved in A.B.E.

ED 011 631
Johnson, Raymond L. et al. Measurement and Classification of Teacher Attitudes Toward Adult Illiterates. 1967. 11 p.
EDRS price MF - $0.09 HC - $0.44

As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report demonstrates how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex are used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100 item attitude scale at the beginning of a 1 week orientation and training course and again at the end of the course. Respondents' judgment for each item was made on a 7 point bi-polar "true or false" scale, with intervals numbered consecutively from 1 through 7. This report includes the detection of clusters, the construction of the circumplex, the attitude scale used, and circulant correlation matrices.

Johnson, Raymon L. et al. "Attitude Changes among Literacy Teachers Coincident with Training and Experience," In Adult Education Journal, XVIII, no. 2, 1968. p. 71-80

The effects of a short-term training course in changing the attitudes of teachers toward illiterate adults was evaluated by administering an attitude survey at three different times. The magnitude of attitude change was then compared. It was found that the greater shift in attitude coincided with the period of actual teaching rather than the training course. These results indicated that a short-term course is not effective in inducing long-term changes in teacher attitudes. This conclusion is a qualified one, however, because: (1) the course may have had a selective "sleeper effect" on some attitudes wherein the occurence of observable change was delayed, and (2) it may be feasible to moderate negative or unfavorable attitudes toward illiterate adults during the time available in a short-term course.

Kidd, J. Roby. How Adults Learn. New York, Associated Press, 1959. 309 p.

A synthesis of what research has revealed regarding the learning processes of adults. Some of the principal topics covered are: physical and sensory capacity, intellectual capacity, feelings and emotions, and theories of learning. Extensive bibliographies are included with each chapter.

Pearce, Frank C. Basic Education Teachers, Seven Needed Qualities. Modesto Junior College, Modesto, California, Adult Division, 1966. 18 p. EDRS price MF - $0.09 HC - $0.72

A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brain-storming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule was designed for screening potential teachers. It includes background information and a measurement of attitudes by the applicant's reaction to set situations and to a series of position statements.

Pearce, Frank C. Characteristics of Teachers and Methodology in Adult Basic Education. California, State Dept. of Education, Bureau of Adult Education, 1966. 52 p.

This study was made to determine the desired characteristics of a teacher of adult basic education, the background experiences which contribute to these characteristics, and ways of identifying them in interviews with potential teachers. The ideal characteristics cited by the respondents (85 trainees, 7 teachers, and 2 administrators) tended to be similar despite differences in emphasis and terminology. Administrators wanted people-oriented teachers, the teachers stressed a need for understanding; and the students themselves sought teachers who would help them develop their self-confidence. The teachers surveyed had a wide background of work, experience in working with ethnic and cultural sub-groups, and some acquaintance with isolation and insecurity. They came from families with a single predominant parental figure, were raised in a provincial community, believed strongly in the value of human dignity, and were creative individualists who did not fit the traditional teacher mold or setting. The findings were used to devise an interview form to assess background, education, experience, and personal qualities. Document includes the interview form and recommendations for research.

TEACHERS AND TEACHER TRAINING

It is difficult to know how there can be much improvement in CABE until teacher training programs are established. Conventional teacher training directed to the child and youth education clearly have little or no bearing on ABE. It is therefore quite essential for ABE teachers to learn about the latest methods, techniques and devices of teaching disadvantaged adults, as well as their psychological background.

In Canada there have only been one or two systematic attempts to train teachers of ABE and these appear to have been rather tentatively undertaken.

The U. S., realizing the importance, has a nationwide system of teacher training programs which generally take the form of summer programs.

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4 Cortright, Richard W. and Priscilla F. Gipson. "A Short Course for Teachers of Undereducated Adults," In Community Development Journal, (8)/ 26-29, Oct. 1967 4 p.

A special curriculum was developed to train 24 teachers of adults at District of Columbia Teachers College for the adult basic education program in District of Columbia Public Schools. Special approaches involved use of tape recordings of training and resource specialists, and utilization of continuous feedback. The six training sessions are outlined and discussed, and include background information, teaching practice and evaluation of the undereducated adult problems, and basic education course content.

ED 012 878
Fitzgerald, Hunter. Adult Basic Education National Teacher Training Institute, July 10-28, 1967. California Univ., Los Angeles, University Extension, and U. S. Office of Education, Division of Adult Education, and National University Extension Association, 1967. 65 p. EDRS price MF - $0.18 HC - $2.60

The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education programs in

six states. The Institute focused on five broad areas - understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary education or English as a Second Language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied.

In the ' ministrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future Workshops were - conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from pervious institute participants, and separate administrator and teacher institutes.

ED 017 766
Hand, Sam E., ed. Leadership Training Institute for Public School Adult Basic Education, Florida State Univ., Oct. 18-22, 1965. Tallahassee, Florida State Univ., School of Education, 1965. 133 p. EDRS price MF - $0.75 HC - $5.40

A training institute for adult basic education leaders covered content, purposes, and objectives of adult basic education, characteristics of undereducated adults, and ways of identifying, reaching, and involving potential students. Social, occupational, and civic competence, and inculcation of desirable health practices and ethical values were discussed both as goals and as criteria for evaluation. Educational, cultural, economic, and environmental problems and deficiencies confronting undereducated adults, and general adult characteristics such as stronger motivation, broader life experience, psychological needs and physical limitations, and increased responsibilities were presented as challenges calling for special facilities or environments, more flexible imaginative teaching, and freer communication and program coordination among organizations, especially those under the economic opportunity Act of 1964. Brainstorming sessions produced (1) a list of groups, individuals, and activities to locate and contact potential students (2) criteria for identifying undereducated adults, and (3) approaches and activities conducive to meaningful learning. Community action structures for combating poverty with maximum participation by the poor were discussed. Adult education needs and proposed and existing programs in Florida were outlined.

Jahns, I. R. and M. C. Brady. The ABE Curriculum and its Development; Highlights of Selected Papers Presented at the Southern ABE Teacher Training Institute, Florida State Univ., July 10-28, 1967. Tallahassee, Florida State Univ., Dept. of Adult Education, 1967. 165 p.

A wide variety of subjects is considered:

(a) Background & Social Philosophy of ABE
(b) Cultural, Social & Psychological Attributes affecting the program
(c) Planning, Organizing and Evaluating the ABE Program
(d) Basic Skills in ABE
(e) Teacher Training

It amounts to a very useful handbook.

Marshall, Jon C. and Patrick O. Copley. "Problems of Adult Basic Education Teachers," In Adult Leadership, 16, no. 2, June, 1967. 3 p.

A questionnaire study was conducted to determine the problems of Adult Basic Education teachers. The sample consisted of 15 teachers teaching in the University of Missouri at St. Louis Adult Basic Education program. The major problems seen by the ABE teachers were those of fitting education to the needs of the adult student: finding a suitable curriculum, fitting the instruction to the background of the student, and finding time in the school day to work on curriculum development, diagnosis, and prescription. Many of these can be effectively dealt with in teacher reorientation workshops. According to analysis based on the Kruskal-Wallis One-Way Analysis of Variance by Ranks, no significant differences were found. This indicates that the ABE teachers see the problem areas as equally important.

ED 017 787
McCalley, Hazel, et al. Basic Education for Adults, Are Special Tools and Techniques Needed?; Papers Presented at the National Conference on Manpower Training and the Older Worker, Washington, Jan. 17-19, 1966. 65 p. EDRS price MF - $0.50 HC - $2.68

Literacy programs require appropriate materials, adequate testing of achievement, and careful selection and training of teachers. Publishers are now providing comprehensive learning systems of realistic materials, including the Initial Teaching Alphabet, Words in Color, and audio tapes, in order to implement an adult

basic education program. North Carolina set up 24 teacher training institutes providing 16 hours of intensive instruction by specialists. University extension personnel were invited to attend and expected to provide future workshops. In Detroit, the public school Adult Basic Education project set up a one-year MDTA multi-occupational program for the functionally illiterate. In order to have smaller classes, team teaching was replaced by the platoon system, one for each curricular area. The linguistic approach to reading was used and worksheets in arithmetic made teaching on several levels possible. Trainees were prepared for service, metal, auto, and commercial trades and three fourths were placed. Instructional materials and tests for communication and computational skills were prepared. (Discussion followed on such topics as the need for an interdisciplinary approach to the multi-level problem, role of the community college, and federal inter-program cooperation). These papers were presented at the National Conference on Manpower Training and the Older Worker, Washington, January 17-19, 1966.

National Education Association Adult Basic Education, a Guide for Teachers and Teacher Trainers. Washington, D. C., NEA, 1967.

A teacher training manual developed in three adult basic education workshops sponsored by the National Association for Public School Adult Education (NAPSAE) outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussion, work groups, and individual study. The adult basic curriculum includes reading skills, language arts, and concepts in mathematics, citizenship, family and community life, and adjustment to the working world. To cope with such problems as low student motivation and self-image, economic and cultural deprivation, fear and hostility, and values and behavior at variance with middle-class and upper-class norms, the teacher needs above average resourcefulness and human understanding, and must develop skill in selecting and using printed materials (notably the major sequential literacy systems), audiovisual aids, classroom techniques, counseling activities, and standardized tests. In working with non-English-speaking adults, oral teaching should be stressed. (The document includes a sample one-week training session, evaluation sheets and other forms, suggested activities and resources, six appendixes, and numerous references.) This publication is available for $5.00 from NAPSAE, 1201 16th Street, N. W., Washington, D. C. 20036.

EDUCATIONAL TECHNOLOGY

> We have hardly begun to explore the possible uses to which technology can be put in ABE: the potentiality is enormous. As time progresses, more and more teachers will be using the various devices; not as a substitute but to enhance their own skills.

Dale, Edgar. Audio-Visual Methods in Teaching. New York, Dryden Press, 1954. 548 p.

In addition to the chapter devoted specifically to audio-visual aids in reading instruction (pp. 446-67), there is much that can contribute to an effective use of audio-visual aids in the literacy program, particularly the chapters which describe and discuss the uses of various types of materials (pp. 68-309) and the section on administration and evaluation (pp. 470-507), although there is no specific application to adult literacy programs as such.

Luke, Robert A. "Literacy Through Television," In Audiovisual Instruction, 11 (4)/260-262, Apr. 1966. 3 p.

> In this article televised adult basic education programs in several cities are reviewed.

National University Extension Association. Educational Technology, Preparation and Use in Adult Basic Education. Washington, D. C., Office of Education, Division of Adult Education, 1967. 123 p. EDRS price MF - $0.18 HC - $4.92

Audiovisual materials, when combined with consideration of the ways people learn, can offer new ways of expressing ideas, presenting information, and making instruction challenging and efficient. This publication, directed at teachers of adult basic education and their administrators, illustrates applications of instructional technology to adult literacy programs. Local production techniques are emphasized and program planners are urged to make full use of professional and paraprofessional services of the community. Sections include a glossary, plans for training sessions (in-service training, workshops, and institutes), available resources, media used in adult basic

education (video and audio tape recorders, programmed instruction, computer-assisted instruction, 8 mm motion pictures, film loop and overhead projectors, tele-lecture systems, including Victor Electrowriter Remote Blackboard and Blackboard-by-Wire-System), and classified, annotated bibliographies.

Peerson, Nell. An Experiment, with Evaluation, in the Eradication of Adult Illiteracy by Use of Television Instruction over a State Educational Television Network Supplemented by Supervised Group Viewing and by the Related Use of Project-Supplied Materials of Instruction. Florence, Alabama, Florence State College, 1961. 58 p.

Peerson (1961) directed an experiment that involved televised instruction of illiterates with Laubach's Streamlined English and supplementary materials. Classes utilizing direct teaching were organized for those areas having poor television reception. One-fifth of the group of 608 subjects had a minimum of five years of schooling, and one-fifth had had no previous schooling, so the typical grade level was two or three years. After approximately 98 hours of televised instruction and review sessions, the groups were given a standardized test to compare these adults with a national norm of school children. On most levels adults' results compared with children's results about half way through the second grade. The data suggested that "television teaching is less effective than the person-to-person procedure in developing the skills of connected reading." Using these same televised lessons with Laubach materials, Holst (1959) reported the results of tests given to 61 enrollees. The total group was composed of interested home viewers and students enrolled in 31 Memphis centers. The average grade level achievement scores were at the 2.5 grade level or above, with the total average achievement at 2.8. However, no pre-test scores were used, and a description of the sample was not given. The programming method was tried with adult illiterates by Crohn (1964). Intermediate data indicated a need for further training in visual discrimination and an increase in the use of context as stimuli support.

Holst, Howard, Summary of the Literacy Project. Memphis, Tenn., WKNO-TV, Memphis State Univ., 1959. 4 p.

Crohn, Burrill L. "The Diebold Literacy Project; Programing for the Illiterate Adult." Programed Instruction 3: 6-7, 9, 12; No. 9, 1964.

EP 010 168
Smith, T. A. The Development of Prevocational Education Literacy Courses for Use with Computer - Assisted Instruction of Disadvantaged Youths and Adults. Tallahassee, Florida State Univ., Dept. of Psychology, 1968.

The objectives are to prepare and empirically evaluate programmed materials for computer-assisted instruction in reading and numerical skills needed prior to vocational instruction. A literacy training program of reading, writing, and numerical skills appropriate to grade levels two through seven will be developed using vocationally oriented materials. Each segment will be tested in trial sessions with selected functionally illiterate university employees. The final evaluation will involve a comparison of achievement between an experimental group receiving computer-assisted instruction and a control group taught by a classroom teacher using traditional methods. Outside consultants will also be asked to evaluate the program. Student evaluations of the content acceptability will be gathered using questionnaires and/or interviews.

Ed 012 872
U. S. Congress. Joint Economic Committee. Automation and Technology in Education. Washington, D. C., Govt. Printing Office, 1966. 17 p. EDRS price MF - $0.09 HC - $0.68

Recent developments in such technological aids as educational television, videotape, computerized instruction, microfilms, and talking typewriters, have the potential to revolutionize the American system of education, to alleviate socioeconomic ills, and to eliminate adult illiteracy. However, long-range benefits will depend greatly on basic and applied educational research, sound curriculums and administrative structures, and effective use of both teachers and advanced equipment.

Therefore, educational institutions, government agencies, and manufacturers of educational "hardware" and "software" must work together to develop systems of technology geared to the genuine needs of students. (This was a report of the Subcommittee on Economic Progress of the Joint Economic Committee, to the 89th Congress, Second Sessions and is also available, for 10 cents, from the U. S. Government Printing Office, Washington, D. C. 20402)

INTERNATIONAL LITERACY

Two-thirds of the world are functional illiterates; the task before Adult Basic Education in every country is therefore enormous and little has been done to combat the crisis. The representative samples included here give some idea of the extent of the problem, and possible solutions for it.

Burnet, M. A. B. C. of Literacy. Paris, UNESCO, 1965. 64 p.

The purpose of this booklet is to acquaint the public with the problem of illiteracy and the efforts being made to deal with it.

Gray, W. S. The Teaching of Reading and Writing; An International Survey. Paris, UNESCO, 1956. 284 p.

This volume was commissioned by UNESCO and consists of a review of prevailing practices, evaluation of the efficacy of methods being used throughout the world, and the results of pertinent research. This could be most valuable as a text for literacy teacher-training programs. Of particular interest is the material on the nature and aims of adult literacy programs (Chapter I, VIII, and XII), literacy skills (Chapter IV), and writing instruction (Chapters IX and I). This is one of the most comprehensive works on the subject reviewed.

The late W. S. Gray was one of the authorities on A. B. E. This book is a classic.

ED 018 711
Hayes, Alfred S. Recommendations of the Work Conference on Literacy Held for the Agency for International Development, Warrenton, Virginia, May 23-28, 1964. Washington, D. C., Center for Applied Linguistics, 1964. 61 p. EDRS price MF - $0.50 HC - $2.52

This conference report begins by pointing out the complex relationships between the spread of literacy and the interests and aspirations of nations and individuals in order to provide some guidance in the initial allocation of funds and personnel

for national literacy programs. A need is seen for improved interdisciplinary understanding, closer application of research, long range planning of educational strategies, a literacy research model based on learners in action, studies in descriptive linguistics (including dialects and orthographies) research in all phases of experimental psychology, documentary and field studies in socioeconomic research, and other research activities. Guidelines for the Agency for International Development are also set forth on the meaning and the measurement of literacy, essential linguistic and pedagogical considerations, techniques for maintaining basic literacy skills, relationships between the aims and operations of adult literacy programs and school systems, the role of literacy in community development, teacher selection and training, supportive services, program evaluation, educational methods, manpower needs and qualifications, and problem areas and desired stages in large scale literacy programs.

There is an excellent section on ABE research in this book.

Jeffries, Charles. Illiteracy, a World Problem. London, Pall Mall Press, 1967.

This study of world illiteracy begins with a brief outline of the nature of the problem of illiteracy and discussion of the special techniques which have been evolved to overcome it. A world map of illiteracy plots illiteracy in specific areas and countries. Past and present efforts to solve the problem (the pioneer work of missionaries, mass education and literacy campaigns, programs of UNESCO and the United Nations), the literacy campaign in northern Nigeria, and similar campaigns in French-speaking Africa and in Cuba are surveyed. The provision of reading material needed to follow up literacy campaigns and the use of mass media are examined. There is an evaluation of the social, economic, and political implications of the fact that despite all efforts 1,000 million of the world's inhabitants still cannot read or write. In the appendix is a detailed account of the foundation and work of the North Regional Literature Agency in the northern region of Nigeria. The document includes a reading list, references, and world maps showing the illiterate population over ten years of age, and female illiteracy. This book is available from the Pall Mall Press Ltd., 77-79 Charlotte St., London W. 1.

Kidd, J. Roby et al. A Study of Canada's Capacity to Aid in the World Literacy Campaign. Toronto, Ontario Institute for Studies in Education, 1967. Sponsored by Canadian UNESCO National Commission. 121 p.

A useful account of Canada's activities in adult basic education and its "capacity to aid in the World Literacy Campaign".

ED 018 722
UNESCO. Literacy, 1965-1967. Paris, UNESCO, 1968. 68 p.
EDRS price MF - $0.50 HC - $2.80

The first section of this progress report contains a statement by the Director General of the United Nations Educational, Scientific, and Cultural Organization, an appeal to UNESCO member states by the International Consultative Liaison Committee for Literacy, and messages from 13 member states, Mauritius, the Vatican, and other sources on the occasion of International Literacy Day. Largely based on information furnished by over 80 member states and associate members and by various international nongovernmental bodies, the second section reviews national endeavors and forms of international cooperation in support of literacy since the Teheran Congress of 1965. Literacy statistics and other data reflect national efforts to integrate literacy with educational, economic, and social planning establish suitable legal and administrative structures and provision, and increase allocations for adult literacy programs, new forms of regional and bilateral cooperation, and pilot projects launched in Algeria, Ecuador, Guinea, Iran, Mali, Tanzania, and Venezuela under the United Nations Development Program. Mahammad Reza Pahlavi prize recipients are listed. The document includes five tables.

UNESCO. Simple Reading Material for Adults, Its Preparation and Use. Paris, UNESCO, 1963. 100 p.

This book would be helpful for anyone who decides to produce his own materials. Of particular interest is the chapter devoted to testing the value of adult literacy materials while they are in preparation (a task seldom attempted in the past). This booklet also covers the choice of subject matter, vocabulary and style, illustrations, and a step-by-step procedure for seeing the book through the stages from manuscript to finished product.

ED 012 880
World Confederation of Organizations of the Teaching Profession. The Teaching Profession and the World-Wide Literacy Programme; a Handbook for Leaders of WCOTP Affiliated Organizations. WCOTP, 1967. 40 p. EDRS price MF - $0.25 HC - $1.68

A literacy handbook prepared by the World Confederation of Organizations of the Teaching Profession indicates the ways in which Teachers' Associations, traditionally child-centered, can effectively engage in adult education. A 1966 case study on the Philippine Public School Teachers' Association and WCOTP surveys conducted during 1965 in Kenya and Thailand, suggest the extent to which the public school systems of developing nations can and should participate in planning and coordinating literacy campaigns and in providing suitable facilities and instruction. Teachers' organizations can grant leaves of absence for training and support followup reading development activities for new literates. Universities can serve in such areas as curriculum and program planning, leadership training, basic and applied research, coordination and liaison, and information dissemination. Training curriculums would stress adult characteristics and motivation, instructional methods for working either with the student's mother tongue or with a given colonial (European) language, and audiovisual techniques. Finally, teachers' organizations should enlist more nonprofessional volunteer literacy workers and work more closely with voluntary organizations.

LIBRARIES AND ADULT BASIC EDUCATION

This small sample of literature does not do justice to the excellent job being done by many libraries in A. B. E. Their important role will definitely develop and teachers should make use of what is available in their local libraries and make suggestions for possible additions.

Lemke, A. B., ed. Librarianship and Adult Education. Syracuse, N. Y., Syracuse Univ. Press, 1963. 55 p. $1.50

A symposium prompted by the need to clarify what libraries and librarians can do to improve library adult education work.

ED 010 855
MacDonald, Bernice. Literacy Activities in Public Libraries; a Report of a Study of Services to Adult Illiterates. Chicago, Illinois, American Library Association, Adult Services Division. 1966. 64 p. ALA price $1.25 EDRS price MF - $0.18 HC - $2.56

Field visits were made to 15 public libraries to gather information on local sponsors of literacy education, including personnel, teaching methods, and instructional and supplementary materials. Patterns of cooperation between educational agencies and individual libraries and the adequacy of library services and reading materials were investigated.

In most libraries surveyed, programs of service or library involvement were limited, but each library engaged in active community planning with other agencies - welfare agencies, the Federal Manpower and Development program, private and volunteer organizations, foundations, boards of education, reading clinics, television stations, and private tutors. Shortages of trained personnel and effective literacy materials were a critical problem. Recommendations include - distribution of easy-reading bibliographies to all public libraries, expansion of the ALA Adult Services Division's Committee on Reading Improvement for Adults, a meeting of national, state, and local library leaders to promote organization and development of literacy services and a literacy services consultant at ALA headquarters. Report includes appendixes.

Melinat, Carl H., ed. Educational Media in Libraries. Syracuse, N.Y., School of Library Science, Syracuse Univ., 1963. 39 p. $1.50 (Frontiers of Librarianship - Number 6)

Three papers presented at the 6th annual Summer Symposium at Syracuse University. The papers discuss various phases of the changing role of the librarian which is resulting from the expanding educational technology.

Smith, Helen Lyman. Adult Education Activities in Public Libraries. Chicago, Illinois, American Library Association, 1954. 96 p.

A report of the ALA survey of adult education activities in public libraries and state library extension agencies of the United States.

BIBLIOGRAPHY

It is important for every adult basic educator to have a few good annotated bibliographies on hand. This is essential if he is to keep in touch with the general literature and the new classroom instructional material. They are, however, soon dated and the most recent editions should be obtained. These are a few of the good ones presently available.

ED 018 745
ERIC Clearinghouse on Adult Education. Adult Basic Education; Current Information Sources, Number 18. New York, Syracuse Univ., ERIC Clearinghouse on Adult Education, 1968. 44 p. EDRS price MF - $0.25 HC - $1.84

This annotated bibliography on Adult Basic Education contains 73 items with abstracts arranged under four headings - (1) research reviews and general studies, (2) particular programs, (3) Teacher Training, and (4) materials, guides, and tests. These documents are from 1965-1968.

The ERIC Clearinghouse's collection should be one of the most complete available. It helps to be on ERIC's mailing list to obtain up-to-date information about publications.

Knox, Alan B. Adult Basic Education. New York, Columbia Univ., Teachers College, 1967. 60 p. EDRS price MF - $0.50 HC - $2.40

This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to Federal funds either directly or indirectly. An introduction describes the purpose of the report, provides some basic definitions, outlines search procedures, describes the form of the abstracts, and includes a brief section on trends and commentary. The abstracts which follow include full bibliographic citation to the source,

a summary, and a list of major terms for retrieval. A bibliography is included of additional references that have been identified as potentially relevant but have not been located and abstracted.

Quite comprehensive and very useful.

Spencer, Marion D. and Mary K. Chemerys. Bibliography of Literacy Materials. Kalamazoo, Michigan, Kalamazoo Library System, 1967. 164 p.

This bibliography was prepared by the Adult Reading Centre of the Kalamazoo Library. It is excellent, probably the best, and certainly the most extensive.

Smith, Edwin W. et al. A Revised Annotated Bibliography of Instructional Literacy Material for Adult Basic Education. Florida, Dept. of Education, Adult Education Section, 1966. 53 p. EDRS price MF - $0.09 HC - $2.12

Annotated bibliography of adult literacy and basic education materials is divided into 3 stages - introductory (Levels 1-3), elementary (Levels 4-6), and Intermediate (Levels 7-9). Subject matter includes reading (including comprehension), spelling, vocabulary and grammar, arithmetic, social studies, geography, citizenship and daily living, government, occupations and vocations, and study methods.

Textbooks and textbook series are rated, with two stars for materials considered superior, one star for materials judged adequate, and no star for materials that may fit a particular need or predilection. Instructional materials considered appropriate for beginning readers, disadvantaged youth, adults only, adolescents only, or foreign-born students, are designated. List of Publishers.

ED 011 489
Summers, Edward G. Materials for Adult Basic Education; an Annotated Bibliography. Bloomington, Indiana Univ., School of Education, 1967. 27 p. EDRS price MF - $0.25 HC - $1.08.

This annotated bibliography refers to materials particularly useful to teachers and administrators interested in developing specialized programs for adult basic education and literacy situations. Included are professional and practical references to oral and written communication, arithmetic and mathematics,

citizenship, and personal adjustment. For each item a series of descriptors pinpoints the content covered and the major areas of use for primary, intermediate and beginning high-school levels. The bibliography lists 101 references.

U. S. Office of Education. Department of Health, Education and Welfare. Dropouts; Selected References. Washington, D.C., Supt. of Documents, 1964. 32 p. $0.20

Bibliography of materials, including audio-visual, on dropouts. Also includes a list of publications relating to teenage marriage and parenthood.

U. S. Office of Education and National University Extension Association. ABE Bibliography; Materials for the ABE Student. Washington, D. C., NUEA, 1967. 120 p.

A very thorough bibliography which divides the various subject-matter materials into (a) Programmed and (b) non-Programmed. The Sections are Communication and Computation Skills, Social Studies, World of Work, Individual and Family Development, Materials for Spanish-Speaking Students.

55 Waite, Naida. Annotated Bibliography of an Exhibit of Instructional Materials Suitable for Use in the Training of Adults. Ottawa, Dept. of Manpower and Immigration, 1968. 52 p.

One of the few bibliographies of its kind printed in Canada. Most of the material included is inevitably American. It is comprehensive and well arranged.

PROGRAMS

Included here are a number of randomly chosen programs from Canada and the U. S. It is interesting and important to read about other programs and make contrasts and comparisons with our own.

Ball, Samuel. The Argo-Mind Study; a Report and Evaluation of an Industrial Program of Basic Adult Education. New York, Columbia Univ., Teachers College, 1967. 30 p.

At the Chicago Argo Plant of Corn Products, the Methods of Intellectual Development (MIND) project of the National Association of Manufacturers instituted a course in basic education. Corn Products paid full cost of the training and students attended on their own time either before or after their shift. The purpose was to increase the reading, spelling, and arithmetic attainments of the participants by 4 grade levels over a program period of 160 hours.

Preliminary screening was conducted by use of the Gray Oral Reading Test. The results of this test were not used for evaluative purposes, but to allow the volunteers to get used to the testers and the test situation. A later battery of tests, the Stanford Achievement Intermediate Subtests in Word Meaning, Spelling, and Arithmetic Computation were used to indicate the men's educational levels. The final group of 38 students were, on the average, 42 years of age, had had 8 years of schooling, had worked at Argo for 15 years, and had 4th to 5th grade reading and arithmetic skills.

This was an experimental program. The MIND program is presently being used in at least one Canadian New Start Corporation program.

Basic Education for Adults; a Report of the California State Committee on Basic Education. California, Dept. of Education, Bureau of Adult Education, 1965. 84 p.

This report is designed to assist in the development of methods and materials appropriate for older youth and adults in elementary education, high school subjects, and with minor adaptations, in Citizenship, and English as a second language, and also to afford an opportunity for school districts to evaluate

the counseling and guidance services essential to those with special educational handicaps, who are not easily measured on available testing instruments.

It discusses the responsibility for planning, establishing and operating basic education programs, characteristics of the students and how their abilities can be assessed, and what qualifications a teacher needs. An instructional program is outlined in considerable detail. A list is provided of helpful teaching aids, a bibliography of reading materials at different levels and in different subject areas, and tests for basic skills.

> This report includes some very valuable general information for the practitioner.

ED 013 404
Canada. Dept. of Manpower and Immigration. Program Development Service. The Canada New Start Program. Ottawa, The Dept., 1967. 20 p. EDRS price MF - $0.09 HC - $0.80

The Canada New Start Program aims to develop, through action research, programs applicable throughout the nation, for motivating and training unemployed and underemployed adults. Pilot projects will be conducted by corporations which are to be chartered by the provinces and funded by the federal government. The areas selected for study will be among those designated by the Area Development Act as providing a potential for intensive study of problems of industrial growth or decline or mixes of farm and non-farm populations. The study will include - job opportunities, methods of recruitment and counseling, new curriculums, methods, and materials and ways of developing behavior patterns for employment. Programs will include prevocational, vocational and business education, and on the job training. Some experimentation with training allowances will be made. Administrative planning and support will be provided by the Technical Support Centre. Reports at the conclusion of the project should include the history of the project, models for dealing with identified problems, experimental analysis, a data bank, and cost/benefit analysis.

> Probably the most exciting and hopeful program in Canada at present. It should be able to give considerable leadership in all aspects of CABE.

Detroit University. Center for Continuing Education Research Report on Basic Adult Education Program. Detroit, Michigan, Wayne County Bureau of Social Aid, Work Experience Project, 1965. Foreword by C. T. Hardwick, Dean, University Center for Continuing Education.

The Basic Education Demonstration Program which was conducted in Wayne County, Michigan, is evaluated. This was an exploratory project in which the teachers were given latitude to adjust their methods to the needs of illiterate and functionally illiterate adults. Of the 61 male married adults who were pretested by the Wayne County Bureau of Social Aid, 48 completed the course. Their median age was 44 years old and the median highest school grade completed by the group was 5.5. Two reading techniques were compared - traditional orthography (t.o.) and the initial teaching alphabet (i/t/a/). Arithmetic skills were also introduced. On the basis of pretesting, five level groups were set up consisting of 8-11 students each. The most basic level group consisted of those found to be seriously handicapped by either eye, ear, or severe bi-lingual problems. A separate analysis for this group is presented in the Appendix.

The classes met for three hours each morning, five days a week, for eight weeks. The majority of the students were Negro men who had from four to eight children and who had been laid off from their jobs. They could not find comparable work because of the lack of formal schooling and employable skills.

> The i/t/a method of teaching reading - based on an extended "sound" alphabet is undergoing extensive experimentation in many countries. It appears to be extremely successful.

ED 018 761
Drescher, Ruth. Head Start Parents' Adult Basic Education Project, New York City. Albany, New York, State Education Dept., 1968. 57 p. EDRS price MF - $0.25 HC - $2.36

A 100-hour education project attempted to raise the educational level of parents of Head Start children in New York City during July and August 1967. None of the 1,448 registrants read beyond eighth grade level, most were non-English speaking, and 38 percent were native born. The staff-director, guidance and curriculum supervisors, ten teachers-in-charge, 90 teachers, and ten guidance counselors had a short inservice training program. Social living (parent-child relationship, health, money manage-

ment, home safety, nutrition, and civic responsibility) and communication skills were taught through films and teacher-prepared and commercial materials. A pilot study in which a bilingual teacher taught reading simultaneously in English and Spanish seemed to facilitate learning and improve aural discrimination and accent elimination. Guidance stressed helping the parent to help her child. The gains in reading and arithmetic, measured by pre and post tests were estimated at two school months. Teacher noted improved behavior of children whose parents attended the classes. The program was evaluated by teacher and student surveys and by two outside educators. (Document includes the outside evaluation including results and interpretation of tests, teachers' and consultants' ratings, questionnaires, budget, and suggestions for future programs.)

Flint, Michigan. Board of Education. Mott Program. What's Going On in Flint Tonight? Flint, Michigan, The Board, 1965. Free

Description of adult education program in Flint. Illustrated with photographs.

Flint is the home of the Mott Program.

Greenleigh Associates. Educational Rehabilitation; an Evaluation of the Adult Basic Education Program of the State of Illinois. New York, Greenleigh Associates, 1965.

The State of Illinois offers the most extensive state-wide education programs for adult illiterates in the United States. Greenleigh Associates conducted an evaluative study of these adult basic education programs during July through December 1964. Five counties were included: Cook, Jackson, Saline, St. Clair and Williamson. Depth interviews and questionnaires were administered to both students and teachers. Caseworkers, principals and head teachers related to adult basic education programs were also interviewed. Recommendations are made concerning legislation, funding, local and state-wide administrative procedures, bus service, child care, and other rehabilitative resources. The appendix contains an evaluation of the teaching materials used in the various Illinois adult basic education programs. The basic conclusion is that the most effective method of rehabilitation available for the disadvantaged population is education.

ED 017 339
Gordon, Ira J. A Parent Education Approach to Provision of Early Stimulation for the Culturally Disadvantaged. Gainesville, Florida Univ., 1967. 118 p. EDRS price MF - $0.50 HC - $4.80

An intervention pilot program was developed to provide disadvantaged infants with stimulating experiences to help them achieve higher levels of intellectual development than might normally be expected in children from deprived homes. Fifteen disadvantaged women trained as "parent educators" went into 100 homes once a week for 40 weeks and taught mothers a series of perceptual, motor, auditory, tactile, and kinesthetic exercises which the mother was to introduce to her infant. It was also hoped that participation in the project would increase the mother's feelings of competence and self-worth. The experimental infants were tested at 6 months on different developmental tests as were 25 infants in a matched control group. A second control group of 25 infants was tested as they reached 1 year of age, results of the groups were compared to measure the effectiveness of the intervention program. In most instances, the experimental group showed greater development suggesting the value of early stimulation for the culturally disadvantaged. Parent educators exhibited self-growth and responsibly filled their assignments. Measurement of the mothers' feelings proved to be a difficult task, with measures still being developed. Continued research is being done on an expanded parent education project now in operation.

Hilliard, Raymond M. "Massive Attack on Illiteracy; the Cook County Experience," In American Library Association Bulletin, LVII, Dec., 1963. p. 1034-1938.

This article is adapted from a larger paper on the Cook County Department of Public Aid program for welfare recipients. A study was conducted on the actual literacy levels of all able-bodied persons not in school who were receiving public assistance. A program for the educational, cultural and social uplift of people on relief in Chicago was formulated. Emphasis was on literacy training which began on March 14, 1962. Individuals receiving assistance were required to participate or forfeit their relief grants. By December 1963 roughly 7000 adults were enrolled in the program.

The biggest problem was freeing women with child care problems. Day care centers were lacking and mutual baby-sitting between

mothers was most frequently used, especially in housing projects. Attendance was excellent. Greater success occurred when the recipients were in groups among themselves instead of in regular classes. Different educational methods for disadvantaged adults were needed and new literacy materials were being developed.

Kansas. State Dept. of Public Instruction. Kansas State Plan for Adult Basic Education. Topeka, Kansas, the Dept. 1965. 63 p. EDRS price MF - $0.18 HC - $2.52

The Kansas Plan is designed to help establish new local adult basic education programs, and to expand and improve existing ones. Instructional content will include reading and writing, speaking and listening skills, citizenship, consumer education, human relations, and family life education.

Early stages of planning (to June 30, 1966) will stress the formulation of instruction and the recruitment and training of teachers, with State officials advising and assisting local school districts and community action groups. The State Director of Adult Education will oversee record keeping, instructional materials, program evaluation, staff training, publicity, program coordination and expansion, and local fiscal policy. Document includes provisions for quality control of instruction and of pilot projects, State of Kansas technical and supervisory services, aspects of Federal financial participation and control (auditing, reimbursements, salaries and benefits, etc.), appendixes (State of Kansas legal authority, State cooperative health service plan), and an organizational chart of the State Department of Public Instruction.

Lanctot, Jean B. The ARDA Programmes on Community Development. (Background paper, Institute on Community Development in Canada, National Committee of the Canadian School of Social Work, Toronto, Nov. 25-28, 1965). Canada, Agricultural Rehabilitation and Development Administration, 1965. 55 p. EDRS price MF - $0.09 HC - $2.20

This background paper describes the purposes of the Canadian Agricultural Rehabilitation and Development Act (ARDA) as expressed in the Federal-provincial Rural Development Agreement for 1965-70. The ARDA programs, intended mainly to improve rural income and employment opportunities, include research, land use and farm adjustment, rehabilitation, rural development

staff and training services, special assistance to rural development areas, comprehensive development of specially designated areas, soil and water conservation and public information services.

Community development is discussed as an instrument of social and economic progress involving democratic decision making, close Federal and provincial cooperation, a broader, more flexible approach to social work, a holistic approach to research, increased local participation in manpower rehabilitation and mobility programs, and local cost-sharing. Financial and training provisions are noted. Required skills and background of specialized personnel, local and area voluntary leaders, generalists conducting group action, and trainers of personnel, are indicated. Fundamental problems of planning are considered. Document includes appendixes.

Pearce, Frank C. Adult Basic Education; Evaluation Through Research. Modesto Junior College, California, Adult Division, 1966. 11 p. EDRS price MF - $0.09 HC - $0.44

This is an evaluation report on the effectiveness of the adult basic education programs at the New Hope School initiated by Modesto Junior College under the auspices of the Manpower Development and Training Act. Evaluation measures are academic achievement (tested academic progress through various educational tests), attitude modification relative to involvement, dropouts, follow-up study of those trainees who became employed and stayed on the job. student characteristics, teacher characteristics and effectiveness of teaching. The findings indicate that the Modesto adult training programs are effective and progress is being made through the adult basic program.

ED 010 123
Pinnock, Theo. J. et al. Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama. Alabama, Tuskegee Institute, 1966. 204 p. EDRS price MF - $0.36 HC - $8.16

Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using a sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 118 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent

of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of 2 variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program.

ED 018 744
Sexton, Patricia Cayo. Operational Retrieval, the Basic Education Component of Experimental and Demonstration Projects for Disadvantaged Youths. New York Univ., n.d. 59 p. EDRS price MF - $0.50 HC - $2.44

In this study of experimental and demonstration basic education projects for disadvantaged youths, visits were made to the job upgrading project (North Richmond, California), the Mayor's Youth Employment Project (Detroit), the Lane County Youth Project (Eugene, Oregon), Job Opportunities Through Better Skills (Chicago), the YMCA Bedford-Stuyvesant Project (Brooklyn), Mobilization for Youth (Manhattan), and projects in Syracuse, New York and Boston. Except in Oregon, non-white urban males predominated. The most innovative efforts appeared to involve new instructional materials, attempts to individualize instruction, and efforts to relate basic education to job skills. The project directors were of unusually high and distinctive quality. Attention to trainee health and nutrition, on the job education and training (possibly with pay), flexibility in program planning and staff recruitment, clearer goals and objectives for both teachers and trainees, mutual instruction by trainees, closer teacher trainee relationships, residential centers, integration of basic education with other facets of trainee development, and improved information exchange, coordination, and consultation were among the areas of need. The document includes a summary of basic education materials used.

ED 018 764
Steeves, Roy W. Adult Basic Education in California, P. L. 89-750 (Title 3). Sacramento, California, State Dept. of Education, 1967. 23 p. EDRS price MF - $0.25 HC - $1.00

The first part of this progress report on federally funded adult basic education in California indicates program objectives, components, and appropriations. Next, program effectiveness data are tabulated according to cumulative and active enrollments, dropouts, and completers, participant characteristics (sex, age, ethnic groups, educational background, and income), grade and age placement for the school month ending January 27, 1967, and educational testing services, cost effectiveness data, based on costs for each enrollee, active enrollee, graduate or referral, dropout, and class and student hour of instruction, are given, together with reasons for the relatively low cost of the state program. Finally, recommendations are made for continuation of the program at the 1966-67 funding level, for improvements in local and state instructional and related services, and for funding of special pilot projects and advisory committees. The document includes projects and federal allocations in 25 California counties and districts, and a list of Project Administrators.

MISCELLANEOUS

The following are a few miscellaneous entries that should be of interest, if not of use.

U. S. Office of Education. Adult Education Branch. Abstract of a Conceptual Model of an Adult Basic Education Evaluation System. Washington, D. C., Office of Education. 10 p.

This system is devised to handle the increased flow of information as the program expands in size and complexity. The Report provides considerable information about the program and series as a guide for evaluation that may be adapted for use at State and local levels.

Burrill, L. E. The Role of Evaluation in Adult Basic Education; an Address Delivered at the Invitational Conference on Measurement in Education., Univ. of New Hampshire, May 26, 1967. Harcourt, Brace & World, 1967.

A useful paper on the evaluation of students by means of standardized tests. The weaknesses and strengths of tests, together with how to make full use of them are considered.

Cervantes, Lucius F. The Dropout, Causes and Cures. Ann Arbor, Michigan, Univ. of Michigan Press, 1965. 244 p. $5.95

A study based on interviews with a number of the dropouts themselves. This survey was conducted for the purpose of finding an answer to the question as to why American youth drop out of school.

Narrative Summary of National Data on Students in Adult Basic Education, and Results of the Survey of Adult Basic Education Students. Washington, D. C., Office of Education, Adult Education Branch, 1968. 10 p.

A tabulation of the national summary of data resulting from a Demographic Survey of Adult Basic Education students conducted by the U. S. Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed. This document is available from the U. S. Office of Education, Adult Education Branch, Washington, D. C.

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